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NEW PERSPECTIVES IN YOUNG AND ADULT FARMER AND RANCHER EDUCATION, AN AGRICULTURAL EDUCATION SUMMARY REPORT OF THE SOUTHWESTERN CONFERENCE ON YOUNG-ADULT FARMER AND RANCHER EDUCATION (NEW MEXICO STATE UNIVERSITY, JULY 15 - AUGUST 2, 1963).

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PARTICIPANTS IN THIS REGIONAL WORKSHOP HAD AS THEIR OBJECTIVE TO DEVELOP AN UNDERSTANDING OF THE PURPOSES, MEANS, ADMINISTRATIVE FRAMEWORK, POLICIES, PROCEDURES, COURSE CONTENT, ADVISORY COMMITTEES, INITIATION, TEACHING TECHNIQUES, COMMUNITY RESOURCES, AND LEADERSHIP TECHNIQUES NECESSARY TO IMPROVE AND EXPAND THE PROGRAM OF ADULT AND YOUNG FARMER EDUCATION. CONSULTANTS INCLUDED UNIVERSITY PROFESSORS, AGRICULTURAL EDUCATION SUPERVISORS, COMMODITY GROUP REPRESENTATIVES, AND EXTENSION SERVICE PERSONNEL. THE CONFERENCE WAS ATTENDED BY 10 VOCATIONAL AGRICULTURE TEACHERS AND FIVE COLLEGE STUDENTS. THE CONTENT, DEVELOPED FROM INDIVIDUAL PRESENTATIONS, COMMITTEE WORK, PANEL PRESENTATIONS, AND REFERENCE CITATIONS, IS PRESENTED AS SECTIONS ON VARIOUS ASPECTS OF ADULT AND YOUNG FARMER EDUCATION INCLUDING THE VALUE OF PROGRAMS, ESTABLISHMENTS IN FARMING, NEED FOR PROGRAMS, TRENDS IN AGRICULTURAL EDUCATION, PREPARING TEACHERS, STUDY OF COMMUNITY NEEDS, SCHOOL ADMINISTRATOR'S VIEWPOINT, POLICIES, ORGANIZING AND USING PLANNING COMMITTEES, ORGANIZING AND INITIATING NEW PROGRAMS, FARM MANAGEMENT FOR ADULT FARMERS, TEACHING METHODS, CURRICULUM PLANNING, INDIVIDUAL ON-FARM TEACHING, PLANNING COUNTY-WIDE PROGRAMS, LEADERSHIP DEVELOPMENT IN EXTENSION, LOCAL AND STATE PROGRAMS FOR YOUNG FARMERS, AND EVALUATION OF ADULT EDUCATION. (JM)

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New PERSPECTIVES

IN YOUNG AND ADULT FARMER & RANCHER EDUCATION

An Agricultural Education Summary Report

of the

SOUTHWESTERN CONFERENCE ON YOUNG-ADULT FARMER & RANCHER EDUCATION

Sponsored by the College of Teacher Education

New Mexico State University

with the cooperation of the

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July 15 - August 2, 1963

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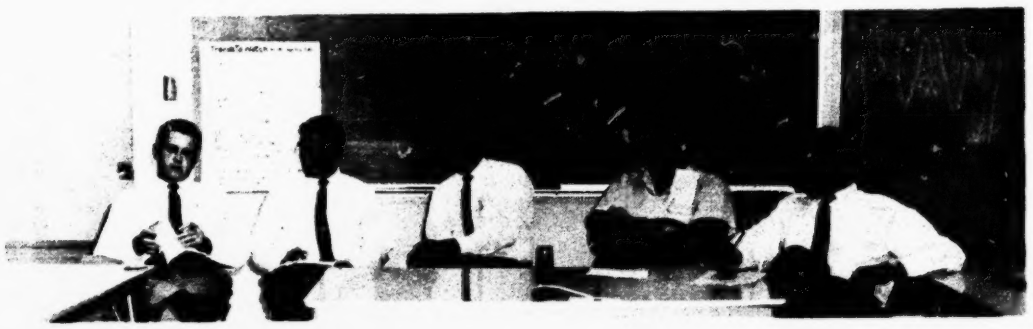

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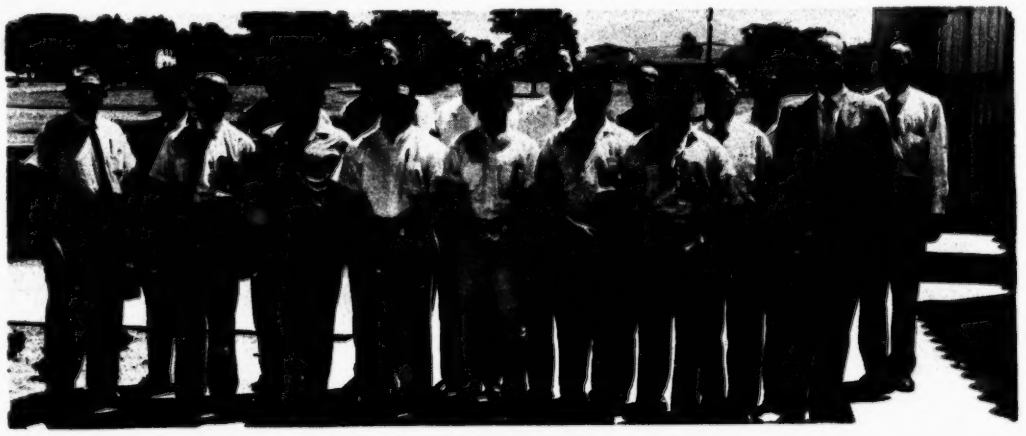
Discussing a Conference Report: Bob Spence, Clint, Texas, Vo-Ag Teacher; Richard Clugston, El Paso, Texas, Vo-Ag Teacher; Dr. Ralph J. Woodin and Mr. Jacob Tejada.



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FOREWORD

New Mexico State University was pleased to be the host for the Southwest Conference on adult and young farmer education July 15 to August 2, 1963. This workshop represented the joint efforts of Agricultural Education and the Cooperative Agricultural Extension Service of New Mexico to develop plans for improving and expanding the program of adult and young farmer education, not only in this State, but in the surrounding states of the Southwestern United States. Plans for the workshop were discussed at the Western Regional Conference and all states were invited to send representatives to the conference. We believe that representatives from three states and two foreign countries in attendance added greatly to the exchange of ideas which the workshop made possible.

Certain unique aspects of farming and ranching in the Southwestern United States call for adjustments in the programs for adult and young farmers. Considerable variation exists in the type of agriculture practiced from one community to the next, ranging from the intensive agriculture of irrigated valleys to extensive livestock ranching operations. School districts are larger in this area than in many parts of the United States and this means that students must travel greater distances to attend classes and that teachers are required to spend more time in making farm and ranch visits to students enrolled.

While we believe that many of the principles of adult and young farmer education have application in this region, certain important adjustments must be made in developing programs for the Southwestern United States. The specific objectives of the conference, as identified by the participants were listed as follows:

1. An understanding of the purposes of adult and young farmer education.

2. An appreciation of the means by which present programs of vocational agriculture in the public schools may be enhanced by the addition of adult and young farmer education.

3. An understanding of the administrative framework and existing policies which affect adult education.

4. The ability to make appropriate local studies and surveys preliminary to developing programs.

5. An understanding of procedures which are to be followed in planning for programs with local school administrators.

6. The ability to develop preliminary course outline.

7. The ability to organize and involve lay planning committees.

8. An understanding of methods in securing initial attendance at adult and young farmer education classes.

9. The ability to plan for teaching out-of-school groups.

10. An understanding of the use of community resources in carrying out a program of adult and young farmer education.

11. The ability to utilize appropriate group thinking and leadership techniques.

12. An understanding of year-round programs for out-of-school groups.

13. An understanding of a county-wide cooperative approach to out-of-school group education programs.

14. The ability to develop three to four year curricula for out-of-school groups.

15. The ability to assist students through individual on-farm or ranch teaching.

16. An understanding of the development of state and local young farmer programs.

17. An ability to evaluate adult and young farmer education.

The purpose of this report is to assimilate some of the major presentations which were made during the conference, as well as thoughts voiced by participants as they considered initiating and developing programs adapted to their own communities. An important aspect of the conference was the consideration of these problems by four committees comprised of conference participants.

This report should be helpful to those who are considering the establishment or improvement of adult and young farmer programs. Each section of the report includes a statement of the purpose and an appraisal of the situation in the Southwestern United States. Some promising ideas have been gleaned from the literature concerning adult and young farmer education as from the experinces of those present at the conference. The report also includes the recommendations of the conference in terms of measures immediately applicable and those which appear to be increasingly significant within the next decade.

We should like to acknowledge the contributions of a number of persons who were responsible for the success of this conference. The first group includes the participants themselves. During the three-week period, these men, for the most part experienced teachers of vocational agriculture, worked diligently on a full-time basis to explore possibilities for expanding and improving programs of adult and young farmer education. Their thinking and experience are reflected throughout the conference report.

A second group includes those from the College of Teacher Education, the College of Agriculture, the Agricultural Extension Service and the State Department of Vocational Agriculture. These persons gave generously of their time in making presentations to the workshop. We are especially indebted to Dr. Roger B. Corbett, President of New Mexico State University, who so appropriately set the stage for the conference in his opening address to conference participants.

Our thanks go to Allen Bjergo for his long hours of work in recording events during the conference and assuming a major role in editing the final report. Finally, we are deeply indebted to Dr. Ralph J. Woodin and Mr. Jacob Tejada for the outstanding leadership and direction provided throughout the conference as director and associate director respectively. We felt indeed fortunate to have such capable directors for the conference.

J. D. McComas
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SPECIAL REPORT

THE VALUE OF ADULT AND YOUNG FARMER EDUCATION

Vocational Agriculture, like any other educational program costs money. Over a period of years, a community which has a Department of Vocational Agriculture invests a sizeable sum in terms of salaries, facilities and equipment for the department. A community which has had a Vocational Agriculture Department for 30 years has probably invested nearly one-quarter of a million dollars in the local program.

In most cases, community representatives, which include the school adminstrators and board of education, have considered this to be a good investment. They continue to employ teachers of vocational agriculture because they see worthwhile outcomes which are apparent in the community. These outcomes include the following:

1. Improved farming and ranching is in evidence. By merely driving through the community, an effective vocational agriculture program will show through better quality crops, livestock, farm homes and buildings and better conservation of resources.

2. Top quality young men continue to enter the farming business. In many communities the trend of less able people entering farming has been reversed through the effects of the vocational agriculture program.

3. Trained leaders represent the agricultural segment of the community. In recent years, more and more vocational agriculture graduates have assumed positions of leadership in the farm, business and community.

4. High school students find new meaning in the total school program as a result of interests awakened in the vocational agriculture program. It is an elective course and must arouse deep and abiding interests on the part of students to take its place in the school.

THE VALUE OF ADULT AND YOUNG FARMER EDUCATION

The young and adult farmer programs contribute to all of the four outcomes previously listed; however, the adult farmer program contributes particularly to the rapid improvement of farm practices. Adult farmers and ranchers are able to place new practices into effect immediately, while high school students may have to wait for years before coming to that point in their lives where they make and execute farm business decisions.

The Young Farmer program contributes particularly in helping to establish top quality young men in farming. The problem of choosing a vocation is particularly important during the first few years after high school. Many of our best prospective farmers leave good opportunities in farming and ranching during this period through a lack of guidance.

Adult and young farmer education should be considered from the standpoint of its potential contribution to society and to the national welfare; to its contribution to those individuals enrolled in adult and young farmer education; to its contributions to the total program of the school;and to its contributions to the work of the vocational agriculture department. Adult and young farmer education is needed in terms of our national welfare in order that: (1) Adequate supplies of high quality food and fibre are assured to the public, (2) That our agricultural resources are efficiently

utilized, and (3) that those farmers who remain on the land enjoy a standard of living comparable to that of their city cousins.

Certain disadvantages must be recognized. Adult and young farmer programs take time from other aspects of the total vocational agriculture program. They require an initial pioneering effort upon the part of the teacher. Adult and young farmer education programs may not meet with immediate and enthusiastic response by the school administration. The disadvantages, however, are far outweighed by all the possible advantages.

In terms of the time required, a program of adult and young farmer education would ordinarily only require about 10 per cent of the 2500 hours a teacher works each year. This is based upon the assumption that there will be 12 meetings of four hours each, which includes preparation, and about 60 farm visits per year for a 20 member class. Additionally, there may be about 30 hours of administrative work involved. This would require about 250 hours per year. The teacher should view adult and young farmer education not as an additional load, but should give consideration to making the adjustments within the program necessary to permit offering these programs through making better use of his available professional time.

Dr. Ralph J. Woodin

SPECIAL REPORT

ESTABLISHMENT IN FARMING AND RANCHING

It was emphasized that for the majority of farm boys, there were two major ways to start farming or ranching. First, an individual may inherit or become a partner in a parent's farm or ranch, large enough to support two families. Secondly, a young man may establish himself in a field related to agriculture and gradually work back into farming. [1]

A large percentage of young people in California have established themselves in farming by first obtaining a college education in agriculture, or working in an agricultural related field. By these means, individuals may have a steady income as they seek out, buy and develop a farming operation. [2] The farm may be operated on a "hobby" or part-time basis, or when it is producing sufficient income, the operation may continue on a full-time basis.

In New Mexico, the average investment for a 140-cow ranching operation is $140,000. Few young men have even a small fraction of such an investment available to them, but four per cent of this amount would finance agricultural training through a bachelor's degree level. The education and experience received in college or agri-business also help enlarge managerial skills which ensure greater opportunities for success in farming and ranching.

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1 Dr. Ralph Stucky, Head of Agricultural Economics Department, NMSU, (Conference presentation, July, 1963)

2 Ibid.

NEED FOR ADULT AND YOUNG FARMER EDUCATION IN THE SOUTHWEST

THIS IS OUR PURPOSE

The rapidly increasing complexity of agriculture is not only forcing many farmers out of business, but is placing greater demands upon those who remain on the farm. Informal and haphazard means of education are less able to meet the farmers' need for new and vital information. Only by organized and systematic instruction can farmers be assured of access to ideas and practices of importance to them.

At the same time, people who must leave the farm need training to prepare them for off-farm work. Since most of these people are already out of high school and cannot expect to enter college or technical school, their only means of formal education will be through adult programs.

There must be a demonstrated need before any kind of action takes place. The purpose of the teacher must primarily be that of demonstrating to the school and to the public that adult education is necessary and worthwhile.

THIS IS THE SITUATION

There is a continuing need in the area of adult and young farmer education, as is amplified by a number of facts:

1. More than 340,000 adult and young farmers are presently enrolled in vocational agriculture courses beyond the high school level.

THIS IS THE SITUATION

2. Texas leads the nation with nearly 57,000 adult farmers and 26,000 young farmers enrolled in vocational agriculture. Hawaii, Iowa, Mississippi, South Carolina and Texas have adult and young farmer enrollments that exceed high school vocational agriculture enrollments.

3. Vocational agriculture has currently enrolled only 43 per cent of its students from out-of-school people. In contrast, trade and industrial education obtains 70 percent of its students from out-of-school groups and distributive education gains 87 percent of its students from people not in high school.

"High school training alone cannot provide sufficient training for a young man to assume the responsibilities of farm operation. Nor have all older farmers acquired all the knowledge needed." [1] Nearly one-third of all employment in the United States is associated with farms or farm produce.[2] Technological change makes obsolete today, those skills and facts in agriculture learned yesterday.

Education is needed for a number of groups in agriculture, such as:

1. Farmers and ranchers who feel the immediate need for training in business administration, taxation, account analysis, costs of production and how to keep up with technological developments.[3]

2. Agricultural laborers, who need training in welding, tractor maintenance and other skills that will make them more valuable to their employers and teach the laborers themselves the rudiments of a trade.

3. Those people being forced from marginal farms, or who are underemployed in agriculture, and who need training in order to obtain steady, off-farm employment.

OUR RECOMMENDATIONS

The teacher of vocational agriculture should first understand that certain advantages of an adult and young farmer program apply directly to him, such as:

1. Closer contact with daily problem situations that make his teaching more practical.

2. Close contact with experienced farmers helps the teacher learn as he teaches.

3. Greater involvement with adults places the teacher in a role of greater opinion leadership in the community.

Former students in adult and young farmer classes have listed some advantages for the farmer:

1. Most students felt more education was needed for success in farming.

2. Students hoped to earn more money as a result of participation in the adult program.

3. Students desired the contact and mental stimulation arising from class interaction and teacher visits.

4. Students believed the knowledge gained in classes would make them more secure in farming.4

The school and administration should be cognizant that:

1. The stimulation and challenge of close contact with experienced adult farmers and their immediate problems increases teacher quality.

2. Contact with the local farming situation removes day-school teaching from the purely textbook concept and makes instruction more realistic.

OUR RECOMMENDATIONS

3. An adult and young farmer program generates greater support for the school as adults gain a better understanding of the school and have an opportunity to benefit directly from tax money spent in the school.

4. Provides for more extensive use of the school plant and equipment.

5. Gives greater school-administration-community contact through increased adult interest and visiting in the school.

"We have heard it repeated and we agree, that a program of vocational agriculture cannot be justified without a program of adult education." [5]

LOOKING AHEAD TO 1970

1. "Education will reach far beyond the formal system, people will continue to learn and grow, in and out of school and in all phases of life." [6]

2. Programs of adult and young farmer education in vocational agriculture will become established in almost all school systems as teachers, administrators and legislators realize the great need for educational opportunities by out-of-school groups.

3. There will be more part-time and "hobby" farmers involved in programs of vocational agriculture.

4. Taxpayers' and school administrators' demands will force teachers of vocational agriculture to utilize more time for education of out-of-school people.

5. Programs of adult education will in some instances be organized beyond school district and county lines with other agencies co-operating.

6. Programs will be developed to accomodate the needs of those engaged in off-farm agricultural occupations.

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SPECIAL REPORT

TRENDS AFFECTING AGRICULTURAL EDUCATION

Fast-moving developments in agricultural technology, coupled with rapid changes of social order in the United States portend some important future developments in agricultural education. Trends in agricultural education were an important consideration throughout the conference. It was felt that the future and direction of vocational agriculture in school systems will be greatly affected by:

1. Greater emphasis on higher education, which will result in costs in excess of $6,000 to attain a bachelor's degree.
2. More technical and industrial training will be offered in the public schools.
3. More retraining for unemployed and underemployed segments of the population will be provided.
4. There will be a greater population mobility and an increase in non-farming rural population.
5. More guidance service will be offered in schools.
6. Schools will offer a wider curriculum.
7. Greater use will be made of educational aids within and without the classroom, such as programmed learning and use of television in the classroom.
8. More sources of financial and technical assistance will be offered teachers in vocational education.
9. An increased number of agriculture courses will be offered in urban schools.

TRENDS AFFECTING AGRICULTURAL EDUCATION

School systems without adult education programs will find themselves under increasing pressure to meet the needs of out-of-school groups.

As fewer farm boys graduating from high school find opportunities to become established in farming, the teacher of vocational agriculture will tend to direct more students toward college and agri-business. The teacher will also be actively engaged in assisting out-of-school youth through guidance and formal classes. There will be a greater emphasis on adult education being carried out in a continuing, systematic manner.

Dr. Ralph J. Woodin

SPECIAL REPORT

PREPARING TEACHERS FOR ADULT EDUCATION

The present teacher preparation program and requirements for teachers of adults are important. "The teacher in adult education must be more highly prepared in order to deal with a more sophisticated learner." [1] Because the teacher may have students who are older than he, or posses wider or more specialized experience, the methods used in high school teaching must be modified for adults.

Adult students require the skills to meet immediate problems. They have neither the time nor desire to participate in courses dealing exclusively with theory. It is part of the teacher's task to discover the needs, either felt or unfelt, of the students and teach in a manner that meets these needs and equips the student to deal with his problems. There is a large gap between the results of research and their practical application on the farm. The teacher must be able to present research results and general knowledge in a form that the class, and the individual student, can formulate into alternatives for possible solutions to immediate problems.

"Agricultural education comes closer to meeting actual needs than any other phase of the school. Teachers need training that prepares them to discover the needs, interests and abilities of adults and to use these to enrich individuals and the community." [2]

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[1] Dr. D. C. Roush, Dean, College of Teacher Education, NMSU, July, 1963.

[2] Ibid.

STUDYING COMMUNITY NEEDS AND RESOURCES AS A BASIS FOR ESTABLISHMENT OF YOUNG AND ADULT FARMER PROGRAMS

THIS IS OUR PURPOSE

A community is a group or number of groups of people living within a certain designated area. There is much interaction and a feeling of common interest among the inhabitants. There is a feeling of belonging, a series of formal and informal leaders and a constantly changing pattern of problems. It is extremely important for the teacher to know and understand the roles of individuals and organizations in his community. With a knowledge of how to find this information, how to compare and evaluate it, the teacher may be able to better understand the community and to discover needs and means of meeting those needs through desirable changes. [7]

One of the first actions of a teacher should be that of identifying those who should be served a program of vocational agriculture. He must also be cognizant of existing social and economic changes, and he must be aware of community values and resources. Survey information will help provide the teacher with information needed to build sound programs of adult and young farmer education which the community will help to support.

THIS IS THE SITUATION

Every community is made up of certain elements:

1. A power structure whose members control resources and are in a position to influence formal decisions.
2. "Key influentials" - persons whose force of personality, experience or prestige establishes them as "legitimizers" who approve or disapprove new ideas and practices.
3. Some or all of the local organizations have patterns of interaction which may serve to extend or withdraw support to the vocational agriculture program.

These and other community elements determine whether a community is of the modern or traditional type. The modern community is characterized by constant change, dynamic leadership and a willingness to accept new ideas. Most rural communities however, tend to be more traditional, that is, they are satisfied with their existing situation. Change is not especially welcomed and leaders are of long standing, conforming to the mores and values long held in the community.

The people whom the teacher contacts and is able to serve fall in several groups, some of these are as follows:

1. High school students, facing limited farming opportunities.
2. Young farmers, who need immediate and specific help in learning how to solve their problems.
3. Non-farming youth, who need vocational guidance.
4. Farmers and non-farming adult rural residents.

SOME PROMISING IDEAS

A visit to every farm and personal contact with every farm family should be the ultimate goal of the teacher. A survey may not be completed during the first year, but the teacher can accumulate background information by studying Farm Census reports, "Facts on Farming" reports for the local county, and other statistical information valid for the community to be studied.

Other information sources which the teacher will usually find valuable are:

1. Soil Conservation Service ------ Soil types
   Conservation practices
2. Agricultural Stabilization
   Committee ---------- Crop varieties and
   acreages
3. County Extension Service ------- Current programs of
   Adult education
4. Local Credit Agencies ---------- Estimates of local
   farmer indebtedness
   credit availability

Planning committees, service and civic organizations, acquaintances and the teacher's own observations can provide much background information. Social and business roles of the teacher may provide access to information that may help the teacher determine the amount of support available to the vocational agriculture department and its programs. [8]

OUR RECOMMENDATIONS

The teacher might spend a day or two in concentrated surveying after having contacted his local administrators in the school and using publications and information from local agencies. He should keep his school administrators informed of his intentions and he should co-ordinate with the county extension agent and other local agencies offering educational programs to adults.

Farm family visits should have their impetus with the parents of day-school students. These contacts may open means of introduction to other local farmers. The visits should be relaxed and informal. Use of formal survey instruments and methods is undesirable.

The survey should give direction to the formulation of goals for a proposed adult and young farmer education program. The survey should show the status of agriculture in the community and trends with which local people must contend. A number of factual items should be prepared and ready for presentation to school administrators when the teacher formally proposes an adult and young farmer education program:

1. Total and assessed valuation of farming operations.
2. Total income and expenditures per farm.
3. Amount, sources and range of farm incomes.
4. Trends in farm size and numbers.

OUR RECOMMENDATIONS

The conference recommended that the vocational agriculture teacher be fully prepared to substantiate the need for an adult program and propose some expected benefits from adult education for the local community. It may be necessary to have secured the interest and support of local opinion leaders among farmers and businessmen. Involving the "key influencers" and "legitimizers" in surveying the need for an adult and young farmer education program might help generate support for establishment of such a program.

LOOKING FORWARD TO 1970

1. More sophisticated and widespread survey methods will be used in agricultural education to determine and meet the needs of farmers and rural residents.

2. Closer cooperation with all agencies serving agriculture will help teachers more effectively to serve a larger clientele.

3. As school districts become larger, it will be more important to supplement personal observation with more formal community studies.

4. Planning committees will assume greater responsibility for conducting surveys and interpreting their results.

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SPECIAL REPORT

THE SCHOOL ADMINISTRATOR'S VIEWPOINT

There are a number of advantages to the school system resulting from adult and young farmer education. "Farmers who participate in adult classes come to know the school system better. They become solid supporters of the vocational agriculture department and of the entire school system." [1]

It was stated that school administrators are interested in meeting the needs of the community. When the vocational agriculture teacher can gather and present facts that demonstrate a community need, most administrators are willing to support an adult program. Administrators consider themselves overwhelmed by paperwork, but usually are willing to undertake even more if program results and additional financial support are significant.

Some questions that school administrators may ask of teachers proposing adult and young farmer programs include the following:

1. Where and how can young men become established in farming or agri-business in this community?
2. How can you and your program help the young people who cannot become established in farming?
3. How many young people can be realistically expected to find employment in each community occupation?
4. What managerial and decision-making skills will you teach adult and young farmers?
5. Are you truly earning your salary during the summer months and can you be of service to a wider clientele through addition of an adult and young farmer education program? [2]

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[1] Dr. M. G. Hunt, Superintendent, Portales Schools, Portales, New Mexico, Conference Presentation, NMSU, July, 1963.

[2] Ibid.

DEVELOPING ADMINISTRATIVE POLICIES

THIS IS OUR PURPOSE

Policy provides the guidelines within which the teacher of vocational agriculture may act. Procedures are clearly defined and the requirements and limitations of the vocational agriculture program are designated. There must be a clear definition of purpose, clientele, finances and teacher preparation for the program. When a series of provisions are developed into a complete and workable policy, the teacher can feel the security of knowing what is expected and how this may be accomplished.

THIS IS THE SITUATION

Frequently, there is no statement of policy, especially on the local school level. State offices of vocational agriculture normally have policy statements developed in accord with the provisions of state and federal vocational agriculture laws.

In addition to policies concerning finances, time requirements and minimum enrollment, there are requirements for teacher preparation. Some local departments have statements of policy regarding salary, travel, supplies and use of facilities for adult education. Where these do not exist, state vocational agriculture offices can help the administration and the teacher develop a policy for adult and young farmer education in vocational agriculture.

SOME PROMISING IDEAS

1. Where statements of written policy do not exist, they should be developed by the school board and administrators, with suggestions from the vocational agriculture teacher.

2. Policies should not be permanent, but permit change when needed, through specified channels and by an established means of amendment.

3. In some schools, formal consideration of policy or amendment is made by presenting the idea in writing to the department head or principal. The idea may come from a teacher or group of teachers, may be acted upon by the faculty and submitted for final approval by the board of education.

4. A policy committee remains as a standing body in some schools, acting as a clearinghouse for policy suggestions and an advisory group to the administration.

5. Tentative policies are published by some school boards, who then await public reaction. After discussion and adoption, the policies are again published to inform the public of school board action. [9]

OUR RECOMMENDATIONS

There must be a development of local policy to include:

1. Purpose - to help students and the public appreciate the purposes of adult and young farmer education.

2. Clientele - which may include:

   a. Full or part-time adult farmers and established young farmers.

   b. Young people employed off the farm, but awaiting opportunities to engage in farming or ranching.

   c. Women, as farm managers or wives of farmers.

   d. Rural and urban residents with agricultural interests.

   e. High school drop-outs who need and desire training.

   f. Farm laborers.

3. Administrative procedures:

   a. When and how reports are to be submitted to meet the requirements of the school administration and higher authority.

   b. State vocational agriculture office requirements.

4. School policies:

   a. Channels and deadlines for submitting reports and plans of action to the school administration.

   b. Facilities, equipment and time available for the adult and young farmer education program.

   c. Reimbursement and cost allowances.

   d. Student fee requirements.

   e. Specialist instructor program details.

LOOKING AHEAD TO 1970

1. Co-ordinated policies will appear at the state and county level for all agencies serving agriculture.

2. Policies will be broadened to encourage inclusion of agri-business and non-farming groups who wish to receive vocational agriculture training. [10]

3. Policies will encourage more training in the managerial and decision-making skills, and in teaching basic understandings rather than mere recommendation teachings.

4. Policy development and recommendation will involve more of those served in the adult and young farmer program.

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SPECIAL REPORT

SELECTION AND USE OF PLANNING COMMITTEES

Advisory or planning committees are widely used in the Extension Service. They and their sub-committees will be essential facets of the Rural Area Development program. [1]

Committees are selected in a manner that affords representation for the various communities and for the special commodity groups in the county. The closer co-operation that will be required among all agencies serving agriculture will dictate that teachers of vocational agriculture involve themselves in the activities of such planning committees.

Selection of persons who are interested in the task to be accomplished and who are qualified to help carry out committee work was advocated. A committee of ten to twenty persons is recommended to agricultural extension agents, with smaller groups for special problems or for commodity groups.

Some of the functions of a planning committee are:

1. To assist in developing a sound educational program based on long-term goals and factual information.
2. To identify problems affecting the county.
3. To define the policies for long-term programs.
4. To determine program emphasis and priorities of action.

Advisory committees make available the talents of professionals as resource people, while planning groups are laymen who help in planning. It is the function of these groups to assist agricultural workers in a manner that makes their work more effective. [2]

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[1] Mr. Jacob Tejada, Extension Training Officer, NMSU, July, 1963

[2] Ibid.

USING PLANNING COMMITTEES

THIS IS OUR PURPOSE

The planning committee is one of the best means which the teacher has available to gain the support of community farmers. It is an organization that promotes the spirit: "This is your school and your vocational agriculture department, we want to use it for the attainment of goals you think are important." The planning committee can be the most important and valuable link between the teacher and the community.

THIS IS THE SITUATION

Planning committees should be more effectively used in many of the places where they exist. The part-time and limited role of committee members and their lack of training may tend to make their purpose unclear to them. Teachers who express dissatisfaction regarding the committee and its work may have some perception of the committee's role, but individual committeemen have a distinctly poorer perception of their expected behaviors. [11]

SOME PROMISING IDEAS

Since personal contact has been proved to be the most effective means of changing the behavior of farmers, the planning committee can be an avenue of making the first and some of the subsequent contacts. The planning committee will generally secure better attention

from prospective students if invitations to attend adult classes are issued by this group, in addition to the teacher's invitation.

The committee can help gather ideas for the refinement of course content from potential class members. The committee can collectively inform the teacher of shortcomings without embarrasment and provide a continuing evaluation of the course as it progresses.

Planning committees can be of value to teachers of vocational agriculture in urban areas. Teachers often are less well trained in horticulture, landscaping and floriculture, therefore local businessmen, garden club members, seed dealers and nurserymen can offer the specialized guidance needed. [12]

Most successful planning committees involve five to ten members. While the teacher may nominate members, it has been found that the board of education should appoint committeemen.

OUR RECOMMENDATIONS

The advisory or planning committee should be given every opportunity to assist in program planning. Well-qualified people should be appointed to the committee, such as:

1. Farmers who hold positions of respect in the community, but not exclusively "rich" or "leading" men.
2. People who represent a cross-section of the community.
3. People who are highly interested in the program.
4. Alert, open-minded and co-operative people.

Use the committee, if it already exists, from the very beginning, to gather data and evaluate survey results. They should later be used to contact prospects, enroll class members and render advice and assistance as the course progresses. The teacher of vocational agriculture will increasingly work with more people in diverse fields. He must learn to use additional help, such as planning committees, needed to make his work more effective.

The teacher must understand that this committee is not a substitute for him, he must use his professional training to lay the groundwork for the course and maintain leadership. Some suggestions in using planning committees are:

1. Abide by committee decisions as far as possible.
2. Keep the committee fully informed of their responsibilities.
3. Be sure each meeting has a purpose and that each member is assigned tasks and receives recognition for his work.
4. Obtain administrative sanction and follow school policy. [13]

LOOKING AHEAD TO 1970

1. Advisory and planning committees will come into more common use as teachers find they have less time for details and must cope with a larger clientele living under more varied conditions.
2. Where such committees have been successfully inaugurated and used, a hard core of experienced members and ex-members will serve to provide continuity and purpose to the program of adult and young farmer education, through times of change in personnel and conditions.
3. Planning committees will help make the vocational agriculture department more sensitive to the needs of farmers, part-time farmers, hobbyists, rural residents and agribusiness.

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SPECIAL REPORT

ORGANIZING AND INITIATING NEW PROGRAMS

The success or failure of a new adult or young farmer program in a community is often determined by the preparations which were made prior to the first meeting. Many of these preparations need to begin from three to six months before the first meeting. Certain basic principles are important to the organization of new programs, such as the following:

1. Those involved in the program should assist in planning and developing it. This suggests that the planning committee should be selected early and they should begin working with the teacher, deciding who should be enrolled, what should be taught and what social, civic and community service activities should be a part of the program.

2. Appropriate administrative channels should be followed in establishing the program. This principle suggests that the teacher needs to discuss his proposed program with the school administration and that the board of education should be acquainted with plans for the program.

3. Desirable physical facilities contribute to learning. Most vocational agriculture departments are fortunate in possessing class rooms and shops which are ideal for adult and young farmer programs. Adequate heat, light and janitorial service are necessary and must be arranged for in advance. Teaching aids and projection equipment should be arranged for.

4. Personal contacts are the most effective means of obtaining enrollment. This suggests that the teacher needs to make as many personal contacts as possible with prospective students several weeks in advance of the first meeting. The planning committee should also be utilized in making additional personal contacts with members.

5. Mass media are useful aids in developing community understanding and for support of the program. A series of newspaper articles beginning at the time when the planning committee is named will serve a useful purpose in acquainting the community with the new program. Radio and television spot announcements are also useful.

6. The teacher should take leadership in presenting a proposed program to the planning committee, in assuming the responsibility for knowing what kind of teaching he can best do, and in deciding on the most effective means of teaching.

7. The timing of meetings is important to the success of the program. Although it is not always possible to hold educational meetings at the time farmers are engaged in a particular aspect of farming, as nearly as possible such meetings should be held when farmers have the most use for information.

Successful meetings beget successful meetings, it is therefore vitally important to make the first few meetings as interesting as possible and meaningful to those who are enrolled. Once this pattern is established, others may become interested and attendance should remain high.

Evaluation should be built into the beginning of the program, this suggests that from the very beginning, the teacher and planning committee will think in terms of desired changes in farming and how the program may be adjusted or improved to secure the desired goals.

Dr. Ralph J. Woodin

INITIATING NEW PROGRAMS

THIS IS OUR PURPOSE

New programs are needed in every school which does not have adult and young farmer education in vocational agriculture. In some schools adult programs have been tried and have failed. In other schools the teacher has had limited experience in teaching adults and is uncertain how to proceed. The concensus of opinion at the conference was that rapid developments will soon force teachers to initiate adult education programs. It is therefore the purpose of this report to present possible steps and suggestions for successful initiation of an adult program.

THIS IS THE SITUATION

In schools where programs of adult and young farmer education have been successfully initiated, a number of methods have been used. Some means for initiating programs of adult education are:

1. Starting a series of short courses, meeting four to six evenings during a two-week period to study limited, high-interest topics such as annual nutrition, welding or tractor maintenance. This may be done several times during the year, according to the need.

2. Having a small group of farmers meet once a month all year to study a topic such as taxation or farm law.

3. Inviting prospective members to an organizational meeting, then developing a course with the help of the planning committee and class members.

SOME PROMISING IDEAS

A sample calendar developed during the conference may be of value in starting early and systematic execution of the planning and work necessary for a successful adult program.

A Sample Calendar for an Adult and Young Farmer Program

August:

1. Inform the school administration of survey plans.
2. Contact key people to initiate a community study.
3. Complete a survey, using all possible resource persons and the planning committee.
4. Gather facts for presentation to the administration, including cost and time estimates.
5. If approved, prepare a tentative instruction plan for presentation to the planning committee. Allow the committee to consider the plan before requiring action.
6. Arrange for specialists and equipment.

September:

1. When the planning committee meets to help develop the program, use mass media to orient the public and give the community an opportunity to accept the idea of an adult program.
2. Secure teaching materials to fill detailed needs of the course.
3. Commence personal contacts for enrollment.
4. Develop enrollment with help of committee.
5. Prepare news articles, radio spot announcements and letters to enrollees.

October:

1. Set a meeting date to fall before the congested Thanksgiving-to-Christmas holiday season.

2. Arrange with the planning committee for:

   a. Greeting farmers at the first meeting.

   b. Refreshments for first and subsequent meetings.

   c. Program details.

   d. Preparation of equipment and facilities.

November: 1. Conduct a "bang-up" first meeting, with a minimum of business and explanation and a maximum of immediately useful information and interesting "take-home" material for the members.

2. Recognize the work of the planning committee at the meeting and through follow-up publicity. Recognize each individual and his contribution.

During the course, constant evaluation should take place and adequate records should be kept to allow preparation of accurate reports at the end of the session. Students should be encouraged to submit statements of proposed improved practices.

April-June: 1. Visit farms of class members.

2. Continue planning committee meetings in preparation for following year's course.

3. Assemble materials for next course.

4. Report on the year's work to school administration.

OUR RECOMMENDATIONS

The first four months (from August through November) are the most important. A number of principles should be kept in mind:

1. All involved in the course should participate in planning and purposing.

2. The teacher must have a clear understanding of policy and procedure at both the state and local level.

3. Use appropriate administrative channels to clear the details of the program on a local and state level.

4. Develop a prospect list and use maximum personal contact.

5. Develop awareness of the program through mass media and letters.

6. Display leadership and professionalism in using the planning committee and in planning the course.

7. Be timely, reaching the correct group to help them when they need the most help to solve their problems.

8. Use appropriate facilities to obtain a good learning situation.

9. Involve the planning committee from the beginning, especially in managing details and providing evaluation.

10. Success begets success, the first meetings should be of proper length and purposeful.

11. Use short courses if necessary, to arouse interest and create acceptance of adult programs. Use high-interest and immediately useful subjects, such as welding, preventive veterinary practices or tractor maintenance. [14]

LOOKING FORWARD TO 1970

1. New programs will often be initiated by short, high-interest courses to guage interest in a more conventional course series.

2. More use of specialists on a short-course basis will be made, to supplement teacher skills and introduce stronger programs on a more professional basis.

3. Programs will develop on a three or four year curriculum basis, with more systematic instruction based on broader outlines of course work and subject matter. [15]

4. Teachers will be required to provide leadership for farmers, to discover if what farmers really need and what they may want are the same. More training in psychology and rural sociology will be needed.

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SPECIAL REPORT

FARM MANAGEMENT FOR ADULT FARMERS

It is important that emphasis be placed upon the trend of teaching farmers less production and proficiency subjects and providing them with more education in farm management. "The production approach in our teaching must give way to the farm management approach. We can get the backing of business and city people and "sell" from a business management viewpoint to the public and to our administrators. With production piling up goods in storage, this approach will bring more worthwhile results." [1]

In Minnesota, the community and the school administrators were first fully informed and subsequently, farmers were selected to begin a comprehensive farm records program. The Minnesota program included the following activities:

1. Complete inventories were made and information was collected on a small number of selected farms.

2. After some analysis and partial budgeting, the farm record book was started in September.

3. Meetings were called after the beginning of the new year to help farmers initiate and maintain records. Special meetings were called for agricultural problems which arose.

4. At the end of each year, the books were collected and records analyzed. After the first year, it was possible to begin charting better business organization on each farm.

5. Classes continue for four years, a new group starts each year and advanced groups meet less often. The organization of records keeps each member's records confidential.[2]

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[1] L. C. Dalton, State Supervisor, Agricultural Education, Conference Presentation, July, 1963.

[2] Ibid.

TEACHING METHODS FOR ADULT CLASSES

THIS IS OUR PURPOSE

The teaching methods used by a teacher of adult and young farmers is of paramount importance. No student is forced to come to class. If the instruction bores or frustrates him, there is no compulsion to attend subsequent classes. Adults are more critical than high school students and have a vast range of experience upon which a good teacher draws.

The purpose of this unit is that of explaining some of the more successful teaching methods used in adult education and to indicate means of arousing and maintaining interest in the adult classes.

THIS IS THE SITUATION

Research has shown that some of the most effective means of changing the behavior of people are:

1. Seeing other people do something new-neighbor influence is great.
2. Personal contact from teachers and opinion leaders.
3. Pressure of outside agencies, such as government programs.
4. Change because of individual reasoning, such as hope of obtaining increased profit.
5. Impulse, sometimes based on few facts.
6. Faith in other people, such as a trusted teacher.
7. Changes to attain a certain status or enter a certain role.

In order to obtain changes of behavior, two questions must be definitely answered:

1. What will this new idea or practice cost?
2. What will be the returns in money, status or satisfaction as a result of this action?

Once needs are determined and the course of study is developed, there are a number of ways in which the educational process may be carried out:

1. Lecture: For presenting new facts to the class, useful for only a few minutes at a time.
2. Conference: The class may join in the discussion, one of the most used and effective means of teaching adults.
3. Demonstration: Effective for teaching manipulative skills, especially when students may follow step-by-step and receive continucus opportunity for correction and improvement.
4. Panel Discussion: When four to eight persons discuss a subject before the class, such as:
   a. Perplexing problems that elude class solution.
   b. Subjects in which the class has little knowledge.
   c. Controversial subjects, giving a smaller group for the teacher to control.

Individual instruction is frequently realized on an informal basis as the teacher helps the student to learn at the school or on the farm.

Successful adult classes involve the following steps:

1. The instructor purposes his teaching, deciding what to teach and what results he wishes to have.

2. Specific problems are identified.

3. Audio-visual materials and varying means of presentation are used to stimulate and maintain interest.

4. Appropriate facts are presented, data is used to verify these facts and teaching aids keep the facts in sight.

5. Understandings of the facts are developed.

6. The facts are applied to specific situations.

7. Take-home and supplemental materials are provided which support the facts presented in class.

8. After thorough discussion, a group decision is reached. [16]

SOME PROMISING IDEAS

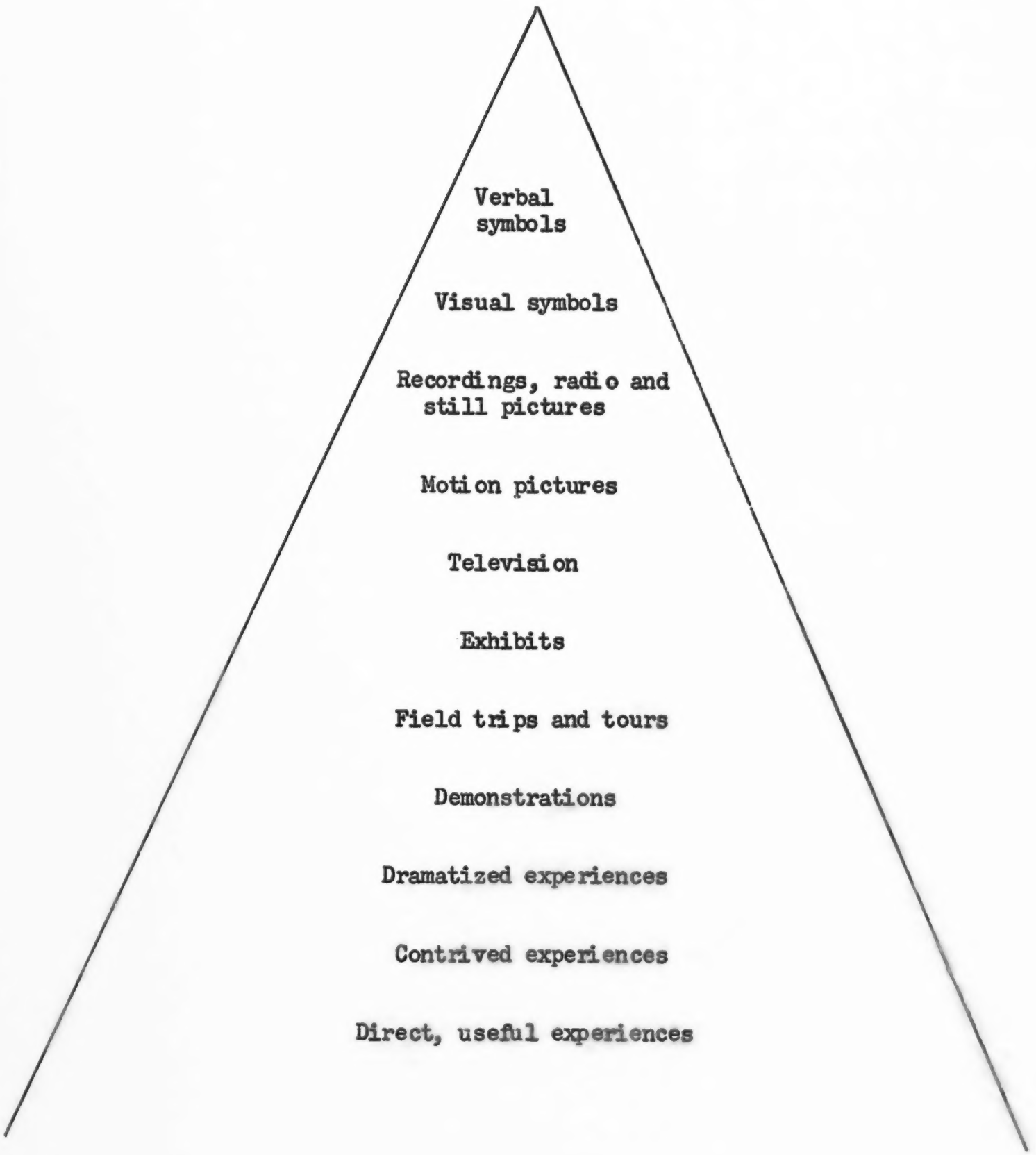
1. Evening field trips are successfully used by some teachers of adults. Most points to be visited are nearby, lighted, and of current interest to the class. By first using models, films and classroom explanation, the subsequent evening field trip reinforces learning and promotes interest.

2. The "cone of experience" (following page) shows the lecture to be the least effective means of presentation, but useful experience to be the most effective teaching method. [17]

3. Farmers themselves have a wealth of experience, they and other resource people may be lead into appropriate places in the discussion with well-timed questions.

4. Resource people and specialists are best used when the teacher has sufficient control over them and the class discussion to keep the subject within the limits of the defined problem.

"THE CONE OF EXPERIENCE" [17]



OUR RECOMMENDATIONS

As soon as the teacher knows what subject he will cover in the course, he should prepare by asking himself:

1. What are the best sources of technical material and subject matter for the exact topics to be discussed in class?
2. What facilities and equipment will be needed?
3. What audi-visual materials may be used?
4. What can be used to build up initial class interest?
5. What resource people or consultants should be used?
6. What actual examples are locally available for class study of the topic in question?
7. How may class discussion be summarized and decisions made?
8. What handout material is available to reinforce class discussion?

The conference members recommended that a "U" shaped table arrangement be used in classes and that young and adult farmers be allowed to smoke in classes and that the instructor use several varying methods of teaching during each class period.

LOOKING FORWARD TO 1970

1. Greater use of audio-visual materials will reinforce learning and maintain adult interest more effectively.
2. There will be a greater emphasis on "understandings" by students and more emphasis on managerial and decision making skills.
3. Teaching will become more systematic, seeking to teach needed skills as a part of a long-term program with certain essential goals in mind.

4. Intensive instruction to groups of a smaller optimum size will supplement the larger lecture groups.

5. Students in out-of-school classes will become more actively engaged in the ducational process.

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SPECIAL REPORT

CURRICULUM PLANNING FOR ADULT AND YOUNG FARMER PROGRAMS

The curriculum for the adult and young farmer program is implied here to encompass all of those experiences under the direction of the school and from the teachers which contribute to the education of those who are enrolled. Therefore, the curriculum includes group meetings, on the farm teaching, social, community service and recreational activities. It may involve the use of mass media and the co-ordination of programs with other agricultural agencies.

The course of study, on the other hand, is a planned series of meetings usually for a particular year, which are directed toward providing the best education for those who are enrolled. Teachers have traditionally directed more attention to courses of study than to the total curriculum is obvious that both are important.

The course of study for adults and young farmers should be directed toward improving their vocational proficiency in agriculture. It should be based upon the needs and problems of the particular group enrolled. It should systematically organize understandings in terms of moving from the simple to the complex. It should make provision for maximum activity on the part of the student in order that learning may be most effective. A course outline for 15 meetings should normally be concerned with two or three emphasis areas or problems.

Generally, if farmers make much improvement in such an area as soil fertility practices, a series of three or four meetings on this subject will accomplish more than attempting to accomplish the entire task in one session. Many teachers have one or two meetings each year concerning the agricultural outlook, another concerning new crop varieties and yet another concerning improved feeding and management of livestock.

Provisions should also be made for one or more community field trips and some evening field trips. Time should also be scheduled for planning and evaluation. Frequently the planning committees completes its work prior to the first meeting and the members are not all involved in evaluating what has been taught.

Flexibility should be provided for during the course, possibly through several "open" sessions, allowing time for consideration of new or time-consuming problems.

In teaching adults, the discussion method has proven the most effective. This procedure involves helping the group to define their problem, discussing alternative solutions, assembling and evaluating facts and information, directing group and individual thinking, arriving at a tentative solution and making provision for trial of that decision on the farms and ranches of the students.

Dr. Ralph J. Woodin

PLANNING THE CURRICULUM

THIS IS OUR PURPOSE

The purpose of the teacher of adults and young farmers should be directed toward developing understandings and abilities for farming and farm living through an effective and efficient curriculum. This includes all activities which contribute to learning, as well as the social and recreational aspects of the program.

Since it may be expected that many students will be enrolled for a three or four year period, it is necessary to give consideration to a sequence of educational experiences rather than repeating them over a period of time.

THIS IS THE SITUATION

An examination of course outlines and recommendations from several states revealed that most teachers of adult and young farmers used one of four approaches in providing this instruction.

1. The unit course. Ten to fifteen meetings to discuss enterprise problems in the community, such as beef cattle or cotton improvement.

2. The lassiez-faire course where members are asked to indicate their interest. A wide variety of topics are taught in twelve to twenty weekly meetings, using many outside resource people.

3. Farm management courses, invovling a few people over a number of years, to analyze and reorganize the total farm business.

4. The combination course, involving two or three major problems in 12 to 20 weekly meetings.

SOME PROMISING IDEAS

A number of states have developed two to three year programs instead of annual courses, to allow systematic instruction and to avoid repetition. Social and recreational activities are included for the class members and their families.

Ralph Bender makes the following suggestions in development of instructional programs: Adult and young farmers have some characteristics which are unique to those of high school boys. These differences must be recognized when planning for classroom instruction. Some characteristics are:

1. Adult and young farmers have more experience in farming and have a more mature outlook.
2. Their attendance in class is strictly voluntary.
3. Adult problems are real and pressing.
4. Adults are definitely established in farming.
5. Adults have specialized interests and abilities.
6. Adults are more resistant to change.

Specialists: A number of authorities have commented on the use of specialists and resource persons in adult education. It is impossible for the teacher to have specialized knowledge in all fields. Farmers are looking more and more to professional specialists, rather than the "general practitioner" in agriculture.

Texas has developed a program using specialists who conduct short courses requested by vocational agriculture teachers. These may be specialists in arc or acetylene welding who hold four nightly meetings during the week at the high school vocational agriculture department. The specialist is free to make visits during the after-

noons to the farms of class members. Members pay a designated fee which includes the expense of the program.

OUR RECOMMENDATIONS

1. The curriculum should include recreational and service activities as well as classroom and on-farm instruction.
2. The teacher should identify some goals for the year's program on a tentative basis and develop further with the planning committee.
3. Strive to develop understandings rather than prescribing and recommending. Use several sessions to thoroughly consider each topic.
4. Provide for recurring annual meetings on such topics as the agricultural outlook or new developments in farming and ranching.
5. The teacher should teach most of his own classes to become better acquainted with the students and to grow in professional stature.
6. Properly orient resource persons to present commercializing and to hold the discussion on the topic.
7. Develop lists of resource persons to be used in subsequent years.

LOOKING AHEAD TO 1970

1. The local teacher will remain a coordinator of adult and young farmer programs, but each state will provide more specialists and technical assistants.
2. Courses will operate on a year-round basis.
3. Basic agricultural principles will be more intensively studied to develop technical abilities.
4. Various groups of clientele will demand more specialized courses.

SPECIAL REPORT

TEACHING ON THE FARM AND RANCH

There are a number of valid reasons why individual on-the-farm teaching is necessary to follow-up and evaluate group teaching sessions. First, the learner needs assistance in applying new information to his own situation. He also needs encouragement to initiate new practices which appeared relatively easier when studied in the classroom. On-farm teaching permits the learner to gain confidence in the teacher. Additionally, provides the teacher with needed background for realistic classroom instruction as he discovers his students' difficulties.

Certain basic practices contribute to effective on-farm teaching:

1. The student should make some commitment in terms of his interests. This may be in the form of a list of approved practices developed as a result of class discussion.

2. Evaluation of enterprises should be objective, using weights, counts or yields for comparison.

3. The student must be lead to discover costs and returns for new practice and to analyze the effects of that new practice with respect to his goals.

4. The teacher should teach related skills.

Before concluding the visit, the teacher should discuss any additional problems and make notes of the visit.

Dr. Ralph J. Woodin

INDIVIDUAL TEACHING ON THE FARM OR RANCH

THIS IS OUR PURPOSE

Solutions may be found in the classroom, but problems are in reality solved on the farm. Classroom decisions concerning immediate and special problems of class members require on-farm instruction to adapt individual solutions to problems. On-farm instruction tends to reinforce and individualize learning. It further provides encouragement and may cause the student to feel obligated to try a new idea or practice.

The teacher's purpose should be that of offering frequent and timely assistance to each class member at the farm or ranch.

THIS IS THE SITUATION

Farmers are not normally aware that participation in adult and young farmer classes entitles them to individual on-farm instruction. School administrators are in some cases aware that accompanying the teacher of vocational agriculture on farm visits is an administrative duty, but in one study, only ten per cent of administrators participated in at least three farm visits annually. [18]

A common approach is a visit by the instructor at a time mutually suitable to teacher and student. Four visits per year is the average reported in an Illinois survey. [19]

SOME PROMISING IDEAS

School policies are being liberalized in some systems to provide the vocational agriculture teacher more time away from the high school classes for farm visits. Adult and young farmer programs afford the teacher having but few high school students with an opportunity to effectively serve more people in his community.

"On-farm instruction is the most effective means of implementing new practices." [20] The conference evolved some important reasons for more farm visits:

1. Classroom learning and decisions are more likely to be applied on the student's farm with direct help and encouragement of the teacher.

2. The teacher is made more vividly aware of community agricultural problems.

3. There are more opportunities for personal relationships between the teacher and farm families.

4. On-farm visits allow individual modification of general recommendations given in class.

OUR RECOMMENDATIONS

A Conference discussion of basic procedures for on-farm visits focused upon the following points:

1. Set an appointment time convenient for the farmer.

2. Begin the visit by discussing the student's interests. Find a good part of the operation on which to comment, setting the student at ease.

3. Evaluate the observed enterprise as objectively as possible. Let the student make his own comparisons of progress for an evaluation.

4. Emphasize the importance of losses (an example is death rate of calves) by setting a dollar value on them.

5. Clarify cost and return figures.

6. Ask the student for possible solutions to his own problem.[21]

7. Clarify the concept of selecting alternatives and applying them to farm operations.

8. Record the date, purpose and recommendations of the visit.

9. Follow-up by sending any requested information or through further visits.

Remember that the decision must be the student's. It is therefore important to commence with adequate records and use decision-making skills based upon understandings. The teacher should avoid recommendations which merely help the student on a time-to-time basis.

Teachers should be cognizant that:

1. On-farm instruction is expensive in terms of time and money expended per practice adopted.

2. The number of possible visits is limited.

3. Visits may not occur at the most opportune time.

4. There is a danger of concentrating among the "better" or "more cooperative" farmers.

On-farm instruction follows the basic tenet that people learn most readily that information most needed just when the student has the opportunity to learn. [22]

LOOKING FORWARD TO 1970

1. On-farm teaching will become more widely recognized as an indispensible means for instructing farmers.

2. Teacher load will allow for more on-farm teaching.

3. Field demonstrations and trials will be more widely used as a basis for introducing farm practices.

4. On-farm visits by specialists will make expert advice available to participants in the classes.

5. Electronic data processing will be used to summarize and analyze records made of on-farm visits.

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[20] Bender, op. cit., pp. 19-20.

[21] Ralph Woodin, Conference Presentation, July, 1963.

[22] Arol Hudson, "Audio-Visual Aids in Adult Education", Agricultural Education Magazine, September, 1961, p. 60.

SPECIAL REPORT

PLANNING COUNTY WIDE PROGRAMS

Two essential elements in county programs are: (1) Leadership and (2) the program itself. The coordination of agencies serving agriculture in a county is essential toward the surmounting of these challenges:

1. Reaching the most people with an effective educational program.
2. Raising the prestige of agriculture and home economics.
3. Promoting a better understanding among elements of the county population and the separate agencies serving agriculture.

Personal relationships mean much in successful planning. Some counties with successfully coordinated programs include a number of social events which bring people from various agencies together on a more personal basis.

There is a trend toward coordinated long-term programs to cover all agricultural needs, not merely short, unrelated courses. The planning committee helps to identify problems and clientele and assists in determining the philosophy and details of courses directed toward long-term goals. Such goals include decision-making skills, development of leadership and teaching rural people how to be better citizens.

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[1] Jacob Tejada, NMSU, July, 1963.

PLANNING COUNTY PROGRAMS OF ADULT EDUCATION

THIS IS OUR PURPOSE

Teachers of vocational agriculture have usually planned, initiated and executed their programs of adult education within the confines of the school district. At the same time other agencies such as the Extension Service and Soil Conservation Service have carried out their own programs. Frequently there are conflicts, misunderstandings and duplication among these groups.

In order to meet rising taxpayer pressure that is decreasingly sympathetic to agriculture, all of the agencies serving agriculture must agree to plan and coordinate in a manner that serves agriculture in the most effective manner. The purpose of this unit is to consider some details in county planning.

THIS IS THE SITUATION

City-oriented taxpayers often question the use of taxpayer's money for agriculture. "why help farmers at all, it just produces more surplus!" is a statement echoed in the city newspapers.

Teachers of vocational agriculture, together with county extension personnel and other people serving farmers have commenced to evaluate some of the advantages of coordinated county programs

to meet some of the criticisms voiced and to more effectively meet needs of farmers. Some advantages of county adult education programs are:

1. Conflict and overlap in the functions of various agencies are reduced.

2. Money, time and effort are saved through coordination of programs.

3. Resources and resource people are better utilized because:

   a. Special and limited commodity groups may be large enough on a county basis to function.

   b. County-wide efforts usually mobilize more and better quality resources than one community.

4. Highly qualified or well-known people are more attracted to county-wide functions than to similar undertakings on a local scale.

5. Each agency involved can more nearly follow its specialized role because the collective effort is embracing the entire county population.

6. A sense of purpose and unity may be developed within the county.

7. Long-term programs of value may be developed.

Some limitations to be considered are:

1. Distances may be excessive for clientele.

2. Communities may be of an isolated nature and be unwilling to cooperate.

3. The prestige of individuals and agencies may have to be subordinated to the county organization.

4. Each participating organization must be willing to limit and define its role, and to submit to the planning and sanction of the county-wide organization.

SOME PROMISING IDEAS

The Clint Young Farmer Chapter (Texas) has involved young farmers from several schools in a program of recreational, social and educational activities. Consolidation of schools on a county basis has already set the stage for county adult education programs in some states.

Where the vocational agriculture teacher is located at the county seat, he has been able to communicate with most of the county agencies on a day-to-day basis. This informal interaction can be enlarged to county agricultural associations in which commodity groups, agencies serving farmers and a cross section of the population are represented.

Since the vocational agriculture department normally has the best facilities for teaching, the coordinated use of these facilities and the talents available in various fields has attracted interest in adult programs through county cooperation.

OUR RECOMMENDATIONS

1. That the vocational agriculture teacher become well acquainted with the county extension staff and their function as it relates to him.

2. That the teacher develop good social relationships with personnel of other agencies in the county.

3. That the teacher inform the other agricultural agencies in the county of his adult education planning and be receptive to means of coordination.

4. That a planning group be organized from among the teachers of vocational agriculture, county extension staff, Soil Conservation Service, Reclamation Bureau credit agencies and other groups serving agriculture in the county.

5. Each group should outline its activities and be willing to limit those activities which overlap or conflict.

6. Concensus must be realized concerning the use of school facilities by cooperating agencies, subject to the approval of the school administration and board of education and other appropriate officials.

LOOKING FORWARD TO 1970

1. County-wide programs of adult and young farmer education will develop through the pressure of increasing educational needs.

2. Greater coordination among county agencies will occur as pressure mounts from the increasingly large urban voting and taxpaying bloc.

3. Each agricultural agency will become more specialized in its services, and contribute to a more systematic and comprehensive program of adult and young farmer education.

SPECIAL REPORT

LEADERSHIP DEVELOPMENT IN EXTENSION

Leadership was defined as: "The main ingredient of any successful group action. A leader is a person who inspires others to get the job done." [1]

Leadership may apply in the following cases:

1. Situations where one person influences another.
2. Cases where one person dominates several other people, in a formal group or in an informal family or neighborhood situation.
3. A group, where leaders are formally elected.
4. Where one leader influences other leaders.

Leadership involves these three factors:

1. Personal factors (youth as a person).
2. Group factors (the group with which you work).
3. The situation in which you are placed.

"You can plan for people or with people. If the teacher allows freer rein and lets the group's leaders come into their own, the real development of leadership begins." [2] The county agent and vocational agriculture teacher have the responsibility to recruit, train and recognize leaders. There are people available and capable of being leaders; by giving them tasks of increasing difficulty to accomplish. These people learn to master skills and help the agricultural worker increase his effectiveness in an educational program.

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[1] Mr. L. S. Kurtz, Assistant Director of Extension, NMSU, Conference Presentation, July, 1963.

[2] Ibid.

SPECIAL REPORT

DEVELOPING LEADERSHIP IN YOUNG AND ADULT FARMER CLASSES

Leadership qualities were defined as:

1. A basic understanding of people and how they react.
2. An ability to secure the confidence of those with whom a leader works.
3. The ability to communicate effectively.
4. An understanding of what a leader's function is.
5. The ability to motivate people.
6. The ability to understand how other people see a leader in his role and an ability to perceive what will happen under certain conditions.

"Our task is to define, discover and develop leadership and not to do for people what they can do for themselves. This is not easy at first, but once leadership is developed, your task is easier." [1] Many examples can be cited of leaders who have built programs around themselves. When they left the community, the program which they built collapsed.

Part of the process of developing leadership is that of identifying leaders or potential leaders. The teacher may do this by observation or indquiry, remembering that obvious or informal leaders. People who adopt new ideas have a wider outlook and are usually those who have a better education are most frequently community leaders. By involving people of this nature, a teacher's effectiveness is multiplied.

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[1] James D. McComas, Conference Presentation, July, 1963.

DEVELOPING LOCAL AND STATE PROGRAMS FOR YOUNG FARMERS

THIS IS OUR PURPOSE

Certain special activities are important in an effective program of adult education. This includes organizations which meet educational, recreational and social needs of both married and single young men. Because many young farmers are limited in their social contacts and recreational opportunities, a complete program of adult and young farmer education should include a young farmer organization.

An organization of this nature helps to continue contacts made in high school. It involves members in community service and makes possible contact with other young farmers throughout the state. Young farmer organizations serve to supplement young farmer education courses in the same manner in which the FFA supplements the high school vocational agriculture program.

THIS IS THE SITUATION

Young Farmer Associations have existed for a number of years. The first association was organized in California in 1936. Most states have only limited young farmer activities. In those states supporting active Young Farmer Associations, a number of important

reasons have been agreed upon for continuing such activites:

1. To develop leadership needed in future community activities.

2. To provide for fulfillment of young people's social needs.

3. To help implement worthwhile, needed community services.

4. To help young men become established in farming or agribusiness at a time when they need the greatest amount of encouragement and advice.

SOME PROMISING IDEAS

The state of Texas has developed a number of active programs through the use of a plan following these steps:

1. Explain the Young Farmer Program to several key young farmers (such as former FFA leaders) who may help assemble a group.

2. Have these key young farmers list prospective members whom they will agree to invite to an organizational meeting.

3. Set the date, and if possible secure the assistance of an active YFA Chapter to have an active and successful first meeting.

4. Publicize by mass media and by letters of invitation to each prospective member.

At the organizational meeting:

1. Explain the program to develop an understanding of the YFA.

2. Discuss the idea in order to appraise interest in organizing.

3. Vote on organizing, if favorable, continue.

4. Elect temporary officers.

5. Set dues, a regular meeting date and schedule an officer's meeting.

6. The officers should arrange an educational program for the next meeting.

7. Appoint a temporary membership and attendance committee. Later appoint educational, refreshment and community service committees.

8. Seek affiliation with the State Association. [23]

Texas young farmers expressed great interest in educational programs which helped them to solve their immediate agricultural problems. The program of topics was established by the educational committee and as with the reaminder of YFA activities, the members directed the program themselves. [24]

OUR RECOMMENDATIONS

1. Once organized, the YFA Chapter should be managed by the members with the teacher acting as advisor.

2. Financial needs should be met by dues and one or two well planned and executed events, such as a barbeque and a New Year's Dance.

3. The educational program should be flexible and able to meet the specialized needs for advice and information of the members.

4. Each member should have a place on at least one committee of his choice.

5. Community service activities should be used as a means of training members for a larger community role.

6. Social and recreational activities should involve the wives and families of Chapter members several times a year.

7. Maximum use of publicity media should be made for recognition of individual and group accomplishments of individual and group accomplishments and to present a more balanced picture of vocational agriculture department activities in the community.

LOOKING FORWARD TO 1970

1. There will be more Young Farmer Association Chapters in conjunction with programs of young farmer education.

2. State Associations will work toward development of a National Young Farmer Association.

3. More widespread programs will attempt to meet the needs of problem groups, such as high school dropouts, and young farmers who must seek off-farm employment.

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SPECIAL REPORT

EVALUATION OF ADULT EDUCATION

"Evaluation may be a judgement as to the worthwhileness of a teaching or learning experience." [1] It is possible to evaluate planning, organization, methods and results of a program or of one course in a program. Evaluation is best built into the plan of work and divided into small aspects.

Final evaluation may be notation of changes made by class members as a result of a course. It may note what actually occurred compared with what the results should have been. Other factors which apply are:

1. The attitude of administrators toward the program of adult and young farmer education.
2. The annual attendance record as compared with other years in which classes were conducted.
3. The volume of requests for advice from class members and from people not directly associated with the vocational agriculture program.

Mere volume or numbers is not an adequate guide. The teacher must also compare the quality of practices against that which previously existed and against that which prevails among farmers not in the class.

Evaluation which is objective, continuous and which leads to prompt corrective action is a valuable tool for the teacher of young and adult farmers. [2]

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[1] Jacob Tejada, Conference Presentation, July, 1963.

[2] Ibid.

EVALUATING ADULT FARMER PROGRAMS

THIS IS OUR PURPOSE

Evaluation is an opportunity to determine whether or not the accepted objectives of the program are being met. Evaluation, like many other tasks, is best done in small steps and means many small and timely corrections to direct the course toward its goals. No one method is foolproof, nor are the standards of excellence infallible. It is the responsibility of the teacher to evaluate his program and he may use a wide variety of sources for this purpose.

THIS IS THE SITUATION

Evaluation is consciously or unconsciously involved whenever the teacher, farmers or administration compare:

1. Changes brought about by the adult program.
2. Progress in farming made by class members as a result of the courses in which they have participated.

In practice, as reported by a number of references, adult and young farmer education is often evaluated by criteria coming from outside the community, from a state or even a national level. The evaluation areas are:

1. Course of study
2. Class organization
3. Farming programs

Under each division there are included: a statement of purpose, a checklist of appropriate evaluation items and an evaluation scale. This may not always be applicable in the local community, but it has the advantage of lending guidance to formulation of local objectives and standards.

Evaluation at the local level recognizes those characteristics which cause the community to deviate from the criteria and standards for a state or region. Where a planning committee exists, this group is often used, formally or informally to evaluate part or all of the adult program.

The following should be considered in making an evaluation of the local program:

1. Enrollment and attendance
2. Application of class decisions to farm operations.
3. Reactions of the students to the course.
4. Relation of the adult and young farmer program to the school and other community agencies.

SOME PROMISING IDEAS

Some practical steps can help integrate evaluation into the young and adult farmer program. Some of the ideas are:

1. Keeping records of attendance and analyzing who attend regularly, then comparing both numbers and names with class records of previous years.
2. Developing monthly reports for submission to the school administration.

3. Interviewing farmers, informally or through the use of checklists, to ascertain interests and values attached to the course.

4. Using the planning committee to gather and help interpret factual program result information and to be a medium for informing the teacher of student criticisms of the program.

5. Developing cumulative records for each student. At the beginning of the course, a checklist or inventory of approved practices or other criteria may be completed by the student. This may be used later as a guide to changes during or after the course, to ascertain number and degree of changes in behavior.

6. Administering an examination early in the course, containing questions appropriate to a final examination. This would <u>not</u> be corrected, but simply returned to the student upon completion of the course, to compare factual knowledge and understanding before and after participation in the course.

OUR RECOMMENDATIONS

1. Evaluation should be built into the complete program of adult and young farmer education on a continuing basis.

2. Evaluatively examine a limited phase of the program and make corrections where needed before the next phase is evaluated.

3. The class and planning committee should be included in the evaluating process. This guards against a limited or biased approach and gives the class members a feeling of involvement in the direction and outcome of the course.

4. Evaluation activities, such as records, checklists and self-administered examinations should be frequent and of limited scope to insure accuracy and a more workable basis for replanning.

5. Objectives should be formulated early in the course. The standards for comparison may be of a local, state or national nature. (An example may be the comparison of percentage of beef calves weaned, with the state or national average.) If the local area is below average, this may serve as a basis for planning goals and may be the eventual basis for evaluation of course success.

LOOKING AHEAD TO 1970

1. Greater coordination among the agencies serving agriculture will lead to more conscious formulation of standards and thereby provide a means of evaluating the results of educational programs.

2. Increased records and more sophisticated systems will allow more use of electronic data analysis in the evaluation of farm production and management.

3. Teachers will have more sources of usable information available. The information will be more current and more appropriate to the local situation.

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TOPICAL OUTLINE
SOUTHWESTERN CONFERENCE ON ADULT & YOUNG FARMER EDUCATION IN AGRICULTURE

New Mexico State University
University Park, New Mexico
July 15 - August 2, 1963

DATE	TOPIC	DISCUSSANTS	SPECIAL EVENTS
Monday July 15	Welcome-President Corbett Need for Adult Education in Agriculture Extension Programs in Adult Education	 Dr.Ralph J.Woodin Mr. Jacob Tejada	 Content Planning Committees
Tuesday July 16	Workshop Plans - Library Facilities Committee Meetings Outcomes of the Vo. Ag. Program	Dr.Ralph J.Woodin Mr.Jacob Tejada	Committee Organization
Wednesday July 17	Advantages to Society- the school, the department Trends Affecting Education, Agriculture & social organization	Dr.Ralph J.Woodin Mr.Jacob Tejada	Committee Meetings
Thursday July 18	"Establishment in Farming & Ranching" A School Administrators Look at Adult Education	Dr.Ralph Stuckey Dr. M. G. Hunt	Preliminary Committee Plans
Friday July 19	Panel-Needs and Resources Securing Basic Community Information	Mr. L.C. Dalton Dr.Ralph J.Woodin	
Monday July 22	Farm Management for Adult Farmers Administrative Policies	Mr. L.C. Dalton Dr.Ralph J.Woodin	
Tuesday July 23	Teacher Education State Y.F.A. Activities Initiating New Programs Advisory Committees Advisory committees in Extension	Dean D.C. Roush Richard Clugston Dr.Ralph J.Woodin Mr. Jacob Tejada	

DATE	TOPIC	DISCUSSANTS	SPECIAL EVENTS
Wednesday July 24	Curriculum Planning - Slide Series	Dr.Ralph J.Woodin	
Thursday July 25	Leadership Development Leadership Development in Extension	Dr. J.D. McComas L. S. Kurtz	
Friday July 26	Teaching Methods for Adults	Dr.Ralph J.Woodin Mr. Jacob Tejada	
Monday July 29	On Farm & Ranch Teaching Report of Committee on Needs & Administrative Policies	Dr.Ralph J.Woodin Mr. Jacob Tejada	
Tuesday July 30	Planning County Wide Programs Report of Committee on Curriculum & Teaching	Mr. Jacob Tejada Dr.Ralph J.Woodin Mr. L.C. Dalton	
Wednesday July 31	Developing Year-Round Programs Annual Plans at Work Report of Committee on Community Orientation	Dr.Ralph J.Woodin Mr. Jacob Tejada	
Thursday August 1	Adjusting the Program for Young Farmers Report of Committee on Related Activities	Dr.Ralph J.Woodin	
Friday August 2	Evaluating Adult Programs Workshop Summary	Dr.Ralph J.Woodin Mr. Jacob Tejada	